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[Basic Guidelines to the Foundation of a New Program of Informal, Continuing Adult Educational Services.]

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Guidelines basic to the foundation of a new program of informal, continuing adult educational services have been taken from an analysis of the literature in the field of adult education and presented in this document. The areas covered are: steps in initiating the program, organizational structure (including the state and local governing boards, Superintendent of Schools, Director of Adult Education, Advisory Committee, staffing, and public relations), the program, instructional facilities, financing, and evaluation. (nl)

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The following 108 guidelines basic to the foundation of a new program of informal, continuing adult educational services have been taken from an analysis of the literature in the field of adult education. These guidelines are arranged under six (6) major areas of organization:

I. STEPS IN INITIATING THE PROGRAM

II. THE ORGANIZATIONAL STRUCTURE

A. The State Governing Board

B. The Local Governing Board(s)

C. The Superintendent of Schools

D. The Director of Adult Education

E. The Advisory Committee

F. Staffing

G. Public Relations

III. THE PROGRAM

IV. THE INSTRUCTIONAL FACILITIES

V. FINANCING

VI. EVALUATION

Of these 108 guidelines, 29 (marked with an asterisk) are not fully substantiated by the literature and are being submitted to a jury of experts in the field of adult education for acceptance or rejection.

108 BASIC GUIDELINES

I. STEPS IN INITIATING THE PROGRAM

1. The first prerequisite of a new program of informal, continuing adult educational services is to determine the sponsoring agency.

*2. The sponsoring agency should be a local governing board rather than a regional or state agency. The actual initial leadership must begin at the local level.

3. The sponsoring agency must develop a sound philosophy and set of objectives for the program. This goes hand-in-hand with the acceptance of the responsibility for the program by the sponsoring agency.

*4. The assignment of responsibility for the administration of the program should be vested in a director of adult education appointed by the sponsoring agency.

5. A lay advisory committee should be appointed by the sponsoring agency and the director of adult education to work in an advisory capacity, assisting in those ways possible to develop and build the kind of program needed.

6. It is important to establish operating policies and procedures. These will depend largely on the policies of the sponsoring agency and also on the goals and objectives of the program. These policies should be kept general, simple, and flexible, especially during the early stages of the program.

7. Determine individual and community needs and interests upon which the program can be built.

8. Publicity and public information is a necessary on-going process from the beginning. All means of mass communication media should be utilized to keep the public informed, to stimulate interest, and to obtain reactions.

9. There must be adequate financing for the program. The sponsoring agency must establish policies and procedures for securing sufficient financing.

10. A well-balanced program of offerings to meet the varying needs and interests of adults must be provided. Program planning is a continuous process and must be done by the director of adult education, the advisory committee, and others involved in the program, and based on the findings from determining individual and community needs.

11. An adequate source of qualified teachers and leaders must be available. To a large degree, the staff will determine the success or failure of the program.

12. Necessary in-service training must be developed and implemented by the administrator of the program.

13. Instructional facilities must be located and made available to the program.

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*This guideline is one of the 29 in the QUESTIONNAIRE; the jury will determine whether or not it will be included as a basic guideline for a new program of informal, continuing adult educational services.

14. A complete plan of administrative procedures must be organized to guide the program.

15. The program administrator must provide for a continuous evaluation process. This must be done for the entire program and its offerings; each course, course content, and the methods of instruction.

II. THE ORGANIZATIONAL STRUCTURE

A. The State Governing Board.

*16. The state statutes, supervised through the state governing board, should provide for informal, continuing adult educational services at the local level.

B. The Local Governing Baord(s).

*17. The local governing board of the public high school should be the initial sponsoring agency since the public school system is the agency best equipped to provide the coordinating administrative framework, some of the physical facilities, and much of the specialized personnel to implement a new program of informal, continuing adult educational services for the community, including programs of many voluntary groups.

*18. When a community junior college is established and has a governing board which is not a part of the local public school organization, the governing board of the community college should become the sponsoring agency.

19. The program must have the steady support, backing, and understanding of the sponsoring agency for a successful program.

20. The governing board should assume leadership by establishing the basic policies to be followed.

C. The Superintendent of Schools.

21. Assuming that the local governing board of the public schools is the sponsoring agency initially, the most influential person in the development of the local program will be the superintendent of schools. It must have his backing.

22. The superintendent must be active in procuring adequate funds, outlining the organization, selecting professional leadership, giving it a clearcut assignment, supporting plans, and granting freedom to develop and carry out a program.

D. The Director of Adult Education.

*23. A broad and varied program of adult services requires fully as much organization and leadership as are needed in the elementary and secondary schools. Thus, if the adult program is to assume its

proper importance, the director of adult education should have the same status and pay equivalent to that of the administrative positions in elementary and secondary education.

24. The administrator of adult services should have a master's degree or higher in education; meet the minimum requirements of general administrators and/or supervisors in the state concerned; have a minimum of six semester hours of professional training in the field of adult education; and his professional training should include and encourage continuing study in the areas of liberal arts, human relations, and general educational administration.

25. The director should have had a wide variety of jobs, summer or part-time, as he progresses through his education to give him sympathy and understanding of the needs of people; and he should participate actively in adult community groups.

26. The administrative head should have demonstrated successfully that he has the ability to teach adults, to formulate policy, and to plan and administer an adult educational program. The development of a modern and dynamic "curriculum" for adults is by far the greatest single challenge facing the director.

27. The administrator of adult education should know the interests and concerns of adults and he should possess the facility to translate these interests and concerns into courses of study, curriculum offerings, and programs of learning. Also, he should possess the skills necessary to give effective professional guidance and assistance not only to individuals but also to other community agencies concerned with the education of adults.

28. The administrator of adult education should be cognizant of progress through research as it applies to the expansion and growth of all areas of adult education; he should be able to utilize research findings in his own work; he should have the skill to apply research techniques to his own program.

29. The administrator of adult education should hold membership in professional organizations, both general and those relating specifically to adult education.

30. The administrator of adult education should relate his activities clearly to the philosophy and objectives of adult education as enunciated by his sponsoring agency.

*31. The director should be responsible for the administration and supervision of <u>all</u> adult activities, both formal and informal, of the school system and the community agencies.

32. The administrator of adult education should assume the responsibility for employing and discharging adult teachers, for planning in-service training programs for his staff, for coordinating the efforts of the faculty, and for supervising the classes.

33. The position of the administrator of adult education and the position of his staff in the total school organization should be clearly defined in order that the administrator may understand the staff relationships with respect to the superintendent, the governing board, and the day-school personnel.

34. The administrator of adult education should be able to work with teachers in developing programs of learning appropriate to the needs of the people in the community and through continuous evaluation with his staff, strive to improve and develop new program areas.

35. The administrator of adult education should cooperate with day-school personnel in the use of the building and equipment where these are shared and in following policy matters relating to the school system; he should work cooperatively with school personnel responsible for other aspects of the community relations program and endeavor to make adult education an integral part of the total educational program.

36. The administrator should assume leadership in making the school a resource to the total community and in assisting the community in utilizing this resource; he should develop systematic approaches to the study and discussion of public education in the community.

37. The administrator of adult education should study his community and be alert to its strngths, its weaknesses, the aspirations of its people, the potentialities for change, and the power structure underlying the process of making major decisions.

38. The administrator should communicate as effectively as possible with the public in order to explain offerings, kindle interest, promote the program, and increase participation. He should be dedicated to the idea of involving adults in the community in the process of lifelong learning. He should display initiative in establishing relationships with other people; he should foster a climate of mutual exchange of ideas and plans, and he should be equally alert to the initiative of others whom he can follow.

39. The administrator should personify the "learning adult" who embodies in himself a lifelong thirst for, and pursuit of, knowledge, understanding, and wisdom, and who engages his fellow adults in similar thoughts and activities. He should be a person of conviction and sound judgment; he should be adaptable and keep his mind open to the ideas and suggestions of others; he should be a competent, mature person.

E. <u>The Advisory Committee</u>.

40. Members of the advisory committee should evidence an interest in adult educational activities, be selected carefully, establish good working relationships, and have thir tasks clearly defined; they should be selected as individual citizens rather than on the basis of representation of formal community organizations; and all

significant religious, ethnic, cultural, and socioeconomic groups should be represented.

*41. The size of the committee should be around 10 or 12 members in order to keep it a workable group. The appointments should be for the school year thus making it possible to use the talents of many people over the years. The ages of the members should roughly parallel the age distribution of the adult population with a fair balance between men and women.

*42. A member of the sponsoring agency should be a member of the advisory committee.

43. The committee is advisory, not executive. It should assist in surveys of educational needs,help plan the program, help keep it within its budgtary limits, and aid the director in developing good relations with the press, radio, television, and other key people in the community.

F. Staffing.

44. Day-school teachers of the local high school(s) constitute the best and most convenient source of certified and experienced leadership for adult programs. Other sources of leaders will be: (1) teachers from other public schools, (2) college, university, or private schools, (3) other adult schools, (4) former teachers, (5) professional leaders from allied fields, (6) lay specialists, (7) through leadership training courses, and (8) graduate students.

*45. Full-time public-school teachers used in the adult program should hold valid credentials. However, legal provision should be made for the part-time use of individuals who are not certified teachers but who are qualified in special areas of interest to adults.

46. Very few teachers or leaders in the program will have had specific training to teach adults. Thus, in-service training will have to be provided as needed.

47. A teacher of adults must have a broad concept of the whole adult education program and its relation to the community.

48. A good teacher of adults must have: (1) intellectual competence, (2) patience, (3) the ability to plan, (4) knowledge of human beings, (5) sympathy, and (6) vision.

49. A teacher of adults must have an understanding attitude toward his students; be skilled in using instructional techniques that have proved successful with adults; and have the qualities of leadership, tact, and patience.

50. A teacher of adults must have a mastery of his subjects; experience in related fields; and the ability to interest a group of adults with a wide range in age, capacity, education, and experience.

51. A teacher of adults must have physical stamina to stand the strain

of teaching one or two evenings a week in addition to a daily program, and of making the necessary preparation for teaching.

52. Full-time teachers of adults should be offered a formal contract; and part-time teachers should receive at least a formal letter of appointment specifying the term, rate of pay, and the assignment.

53. Volunteer bureaus and other supervisory agencies assisting in the adult program, should be given specific letters of agreement setting forth the duties, limits of authority, expected standards of work, hours, supervisory relationships, and anything else that should be emphasized.

G. Public Relations

54. An effective public relations program can be successful only when built upon a program which is well-conceived, well-administered, and which can demonstrate satisfactory acheivement.

55. Considerable attention must be given to the cultivation of public interest, understanding, and support since the program needs to win the confidence and respect of many individuals if it is to secure the kinds of cooperation necessary for its success.

56. The program of public information must make every individual aware of the existence of an educational opportunity in line with his interests and needs, offered on such a basis that participation is possible for him, and he must receive sufficient encouragement and stimulation to induce him to participate in these activities.

57. Adult education leaders, with the help of the advisory committee and community leaders, should use all available media to provide a continuous program of public information.

58. Regardless of how good a program is or how well it is managed, deliberate steps must be taken to make people aware of its existence, to convince people of its value, to develop the concept that learning is a lifelong process, and to promote the image that it is for all citizens.

59. The program of public information must convince an individual that he may commit himself to participation on a tentative basis so that he may evaluate the enterprise through direct experience with it.

60. In planning an effective program of promotion, a major step is to build the promotion budget. Too often the tendency in a promotion budget is to be too conservatiive. It should be remembered that the costs of promoting a brand new program are usually more than after the program is established.

61. The program of adult educational services is more effective if its parts are tied together with a theme, slogan, title, or symbol.

III. THE PROGRAM

62. The foundation of a new program of informal, continuing adult educational services must be a sound philosophy upon which to build. It must reflect the general goals and objectives which relate specifically to the program and still be harmonious with the philosophy of the sponsoring institution.

63. A sound philosophy should impel the individual toward:

A. SELF-DISCOVERY: One should know himself and the laws of his existence.

B. SELF-DETERMINATION: One should strive to establish goals and shape his destiny.

C. SELF-FULFILLMENT: One should strive to attain his goals through learning and toil.

D. SELFLESNESS: One should cultivate a sense of virtue and duty, manifested in action for one's fellow man.

*64. Anything in which an adult has an interest or a need and wishes to be involved (whether academic in organizational structure or in the nature of special interest) will make up the program of non-credit, informal, continuing adult educational services.

65. The expressed interests and needs of adults can be met through classes and activities so long as such classes and activities are of value and a need for learning exists.

*66. Generally, the minimum number of participants which would warrant organizing an adult class or activity is _____?

67. As professionals in education, the school and adult education administrators must be responsible for determining, insofar as is possible, the unexpressed and often unrecognized needs, striving to stimulate interest and desire to work towards the satisfaction of such needs.

68. Courses and activities must be both individual and community centered. In other words, the individual and the community are all important in that personal goals must be given first consideration and the instruction and learning experiences must be designed to meet such personal goals insofar as is possible.

69. To develop the complete program, uniting all other services and activities whereby learning experiences are available, coordination will be of extreme importance with all other agencies, organizations and institutions to prevent overlapping and duplication of effort.

70. A comprehensive program should grow out of the cultural patterns of the community and should help the adult accomplish four purposes:

A. Become a better citizen.

B. Earn a better living.

C. Improve family life.

D. Enrich his life as an individual.

71. The formal steps in successful program development are:

A. Determine the needs of the constituents.

B. Enlist their participation in planning.

C. Formulate clear objectives.

D. Design a program plan.

E. Plan and carry out a system of evaluation.

72. Educational needs of adults cannot be identified once for all time. Sound and wise program building requires the continuous identification of adults' educational needs and interests, within the contex of the over-riding needs of the community, in order to obtain a program that is well balanced and worthy of support from public funds. Nothing really vital happens if the needs and interests of adults remain where they were when they began the activity.

73. The participating adults must gain experience and some measure of satisfaction in practicing the type of behavior outlined in the objectives set up for the learning activity. These objectives must indicate the character of change of behavior desired if they are to serve as effective guides to participants, teachers, and administrators in planning, conducting, and evaluating the adult education program.

74. The design of a program not only establishes a common core of expectations as to outcome, but also contributes to establishing the "climate" for the entire experience.

75. Any learning experience must produce a number of outcomes which can be utilized to achieve more than one objective of the program. However, any learning experience must produce a cumulative effect in order to produce a change in behavior.

76. The values which guide the development of an adult program must be consistent with the enlightened values represented in the community and the society of which it is a part.

77. In any adult activity involving the community, whether it be for adult education alone or for any other form of human endeavor, every element of the community must be assured an opportunity to participate in both planning and the action.

78. Adult education should be democratically organized and financially supported for the wide, social benefit of the total community, and be of service to all members, regardless of race, creed, or color.

79. A coherent "curriculum" of adult education must be developed that provides for the sequential development of the knowledge, understanding, skills, attitudes, and values required to maintain one's effectiveness in a changing social order and must grow out of the cooperative thinking and planning of the participants and the educational agents.

*80. The "curriculum" must have high quality, be comprehensive in coverage, and have a logical sequence of subject matter.

*81. The "curriculum" should be broad in scope to meet varying needs and include offerings in most of the following areas:

Agriculture, Americanization, Art, Arts and Crafts, Business and Distributive Education, Civic and Public Affairs, Engineering and Technology, Elementary, General Academic, Health and Physical Education, Homemaking, Industry and Trade, Music, Parent and Family, Remedial, Safety and Driver Education, Miscellaneous.

82. The "curriculum" must be so planned that there is a logical and progressive pattern in which the adult can find opportunity for extended study in areas of learning important to him.

*83. Ten per cent of any program should be set aside explicitly for the purpose of trying out new ideas, new methods, new subject matter, and new ways of tempting the adult to further educational growth.

IV. THE INSTRUCTIONAL FACILITIES

*84. The most logical facilities for a new adult program in a new community would be the public school facilities, particularly the facilities of the high school(s), serving as the hub of adult activities.

*85. The planning for the new community should include a community center building for adult activities.

86. The use of other satisfactory building in the community should be considered also as possible facilities for adult activities.

87. Programs operating on nonschool property need a set of clear policies and administrative procedures; such as, questions of rent, responsibility for injury, availability to the general public, control of space, custodial care, payment of utilities, hours of use, type of activities permitted, and related problems.

88. Facilities for use by adults need adequate parking and easy accessibility to a busline; modern, up-to-date equipment for effective teaching; proper lighting; chairs adaptable for adult use; room arrangements which are flexible; and an accessible location for the adult school office. First-floor classrooms are more desirable for adults, especially for older persons.

V. FINANCING

*89. the kind and quality of adult and community education required by the American public fully justifies the expenditure of public funds.

*90. Adult educational activities should be financed through state and local revenues as an integral phase of the state's program of public school education.

*91. State financial aid should be, essentially, on the same basis as provision for elementary and secondary education.

*92. Financial provision for an adequate program of informal, continuing adult educational services should be included in the budget of the local sponsoring agency. It should be based on consideration of estimated necessary expenses and of possible income and broken down into specific items.

93. A typical practice in informal adult education is to set a goal that is too low. There seems to be the tendency on the part of the public to believe that educational programs cost very little money, with the result that many of them are poorly financed, poorly promoted, and provided with second-rate leadership. This accounts for many poor programs. On the other hand, there is ample evidence that when a financial goal is set high enough to provide a program of high quality, the funds necessary to achieve the goal are forthcoming. People are willing to pay for programs that are interesting and that meet their needs.

*94. Adult educational activities should be completely, or almost completely, free to participants.

*95. Money to support the program should come from which one of the following:

A. Fees only?

B. Local taxes only?

C. State support only?

D. Local taxes and fees only?

E. State and local taxes only?

F. State, local taxes, and fees?

G. Other sources?

*96. Based on the method of support selected in the previous question indicate the percentage of support in each area:

A. State, _____ per cent.

B. Local, _____ per cent.

C. Fees, _____ per cent.

D. Other, _____ per cent.

*97. If state aid is provided, it should be on a reimbursement basis according to:

A. Average daily attendance?

B. An instructional hour basis?

C. The basis of local expenditures?

D. Other?

*98. If local taxes carry any significant fraction of the load, nonresident fees are justified.

*99. A plan of returnable fees can be used with partial or complete return contingent upon a specified percentage of attendance.

100. Extra fees for materials are justified.

101. Expenses should be incurred only under proper authorization. There should be a clear understanding as to what person or persons are authorized to expend funds and under what conditions.

102. Adequate records of all financial transactions should be kept. These records should be accurate, clear, as full as necessary, and as simple as practical. The accounts should be audited by a C.P.A. or an auditing committee at least once a year and a financial report should be published at least annually.

VI. EVALUATION

103. Evaluation should permeate the entire program of adult education and function as an integral part of the total educative process.

104. The first step in evaluation must be to state the objectives of the local program in such specific terms that evidence of the degree to which objectives are being achieved can be obtained. Efficiency of operation is closely related to the fulfillment of objectives.

*105. Evaluation should be a continuous process and a joint responsibility of the director, the teaching staff, and the participants.

*106. A most effective type of evaluation will include not only the subject-matter content, but also the instructor or leader, the participants, and the quality of the instruction.

107. Through evaluation, objectives can be altered in the light of the new needs and interests of participants that have been revealed.

108. The findings of the evaluation should be reported to the participants and all those interested in the program.

END OF GUIDELINES

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